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CHAPTER III

METHOD OF RESEARCH

A. The Research Design

The type of this research was an experimental research. According to Cresswell (2012, p.294) experimental is the traditional approach to conducting quantitative research. In an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. The design of this research was quasi-experimental. Kerlinger (as cited in Louis Cohen, 2000) refers to quasi-experimental situations as compromise designs, an apt description when applied too much educational research where the random selection or random assignment of schools and classrooms is quite impracticable. Based on Cresswell (2012 p.309) quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. Randomly assigning students to the two groups would disrupt classroom learning. Because educators often use intact groups.

The research design form was non-equivalent control group design. It involves two classes, an experimental group and a control group. The experimental group means the students who are given the treatment by using strategy or technique, while the control group is a group of students who are not given the treatment. In this research, there were two variables; the

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independent variable (X) that is story completion technique and dependent variable (Y) which refers to students' speaking ability. This research was aimed to find if there is a significant difference and significant effect of using story completion technique in students' speaking ability.

Table III.1
Research Design

O ₁	X	O ₂

O ₃		O ₄

Notes:

X : The exposure of a group to an experimental variable event, the effects of which are to be measured.

O : The process of observation or measurement

--- : Groups not equated by random assingment.

B. Time and Location of the Research

The location of this research was conducted at State Senior High School 1 Tembilahan Jl. Pendidikan Kec. Tembilahan Kab. Tembilahan Hilir Riau province. This research was conducted from July to August 2017.

C. The Subject and the Object of the Research

The subject of this research was the first grade of Senior High School 1 Tembilahan. In 2016/2017 academic year. While the object of this

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research was the effect of story completion technique on students' speaking ability at the first grade of State Senior High School 1 Tembilahan.

D. Population and Sample

1. Population

The population of this research was all the students at the first grade of State Senior High School 1 Tembilahan. It consisted of 12 classes which consisted 294 students. The population above was large enough to take as sample of the research.

Table III.2
The Total Population of the First Grade Students of State Senior High School 1 Tembilahan

No	Class	Total
1	X IPA I	24
2	X IPA II	25
3	X IPA III	24
4	X IPA IV	25
5	X IPA V	24
6	X IPA VI	25
7	X IPA VII	24
8	X IPA VIII	25
9	X IPS I	23
10	X IPS II	23
11	X IPS III	26
12	X IPS IV	26
Total		294

2. Sample

The population was large enough to be all taken as sample of the research. Based on the total population above, the writer select only two

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classes by using clustering sample. According to Gay and Airasian cluster sampling randomly selects groups, not individuals. All the member of selected groups have similar characteristics. Cluster random sampling is most useful when the population is very large or spread out over a wide geographic area. The procedure to decide the sample by using cluster random sampling, the writer used pieces of papers as lottery and then chose two papers from the lottery. So, the writer took two classes as the sample of this research. They were XI IPS 1 as experimental class and XI IPS 2 as control class. Therefore the sample is 46 students. The specification of the population can be seen at the following table!

Table III.3
Sampling of the Research

No	Class	Type	Students		Total
			Female	Male	
1	XI IPS I	Experimental Class	10	13	23
2	XI IPS II	Control Class	9	14	23
Total					46

E. The Technique of the Data Collection

1. Oral test and Speaking Assesment

In this research, the writer used oral test as an instrument to collect the data. The test was used to find out the students' speaking ability. The test was done twice, before and after treatment (pre-test and post test) intended to obtain

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the students' ability in speaking of the first grade at State Senior High School 1 Tembilahan. The students' speaking ability is measured by using speaking assessment by Heaton (1990, p. 70-71) .

Table III.4
Speaking Assessment

6	Pronunciation good - only 2 or 3 gramatical errors - not much searching for words - very few long pauses - fairly easy to understand - very few interruptions necessary - has mastered all other skills on course.
5	Pronunciation slightly influenced by L1 - a few grammatical errors but most sentences correct - sometimes searches for words - not too many long pauses - general meaning fairly clear but a few interruptions necessary - has mastered almost all oral skills in course.
4	Pronunciation influenced a little by L1 - a few grammatical errors but only 1 or 2 causing serious confusion - searches for words - a few unnatural pauses - conveys general meaning failry clearly - a few interruptions necessary but intention always clear - has mastered most of oral skills on course.
3	Pronunciation influenced by L1 - pronunciation and grammatical errors - several errors cause serious

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	confusion - longer pauses to search for word meaning - fairly limited expressions - much can be understood although some effort needed for parts - some interruptions necessary - has mastered only some of oral skills on course.
2	Several serious pronunciation errors - basic grammar errors - unnaturally long pauses - very limited expression - needs some effort to understand much of it - interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer - only a few of oral skills on course mastered.
1	A lot of serious pronunciation errors - many basic grammar errors - full of unnaturally long pauses - very halting delivery - extremely limited expressions - almost impossible to understand - interruptions constantly necessary but cannot explain or make meaning clearer - very few of oral skills on course mastered.

After the score was determined, to determine the category of students' speaking ability before (pre-test) and after (post-test) using Story Completion technique, the writer categorized the mean score by using category standard. Sugiono (2010, p.68) mention the category as follows:

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Table III.5
The Students' Score
Category of Students' Speaking Ability

No.	Score	Category
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Enough
4.	40-55	Less
5.	30-39	Fail

2. Validity

A test is used to measure the ability, knowledge, achievement or performance of a person. Validity is an important key to effective research. Every test, whether it is short, informal classroom test or a public examination should be as a valid as the test constructor can make it. Based on Gay (2000, p.163-167) states that two kinds of validity. They are content validity, and construct validity.

In this research, the writer used content validity to know the validity of speaking skill test. According to Brown (2003, p.22) content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent. content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question. Thus, the test will be given based on the material study in the syllabus.

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According to Wolf (as cited in Louis cohen, 2000) content validity will need to ensure several features of a test. The index of speaking test in this research is based on these categories, as follows:

1. The students' ability to produce speech effortless and smooth while telling a story. (Fluency)
2. The students' ability to use correct grammar in speaking. (grammar)
3. The students' ability to use proper words or vocabularies to tell the story. (vocabulary)
4. The students' ability to express the comprehensible ideas for telling the story. (comprehension)
5. The students' ability to produce acceptable pronunciation in speaking. (accent/pronunciation)

3. Reliability

A test must first be reliable as meaning instrument. Reliability is a necessary characteristic of good test. According to Brown (2004, p.20), a reliable test is consistent and dependable. Reliability has to do with accuracy of measurement.

There are some factors influencing the reliability of the test result. They are students-related reliability, rater reliability (inter-rater reliability and intra-rater reliability), test administration and test reliability (Brown, 2004, p.21). In this case, since speaking assessments are based on human rating, this cannot be assumed automatically. So, the writer used inter-rater

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reliability because the score gotten from the test was evaluated by two raters. According to Sari Luoma (2004, p. 179) inter-rater reliability means that different raters rate performances similarly. They do not necessarily need to agree completely, as two or more raters may see the salience of different features of performances slightly differently. Then the scores of the rater 1 correlate with the scores of the rater 2. The higher correlation, the higher the inter judge reliability.

The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation through SPSS 16.00 version:

Table III.6
Cohens' kappa (k)

Symmetric Measures					
		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.113	.107	4.680	.000
N of Valid Cases		23			
a. Not assuming the null hypothesis.					

Based on the table III.6, Cohen's k was run to determine if there was agreement between two raters who give the scores to experimental and control class. Confidence interval Kappa is (0.113). A more complete list of how Kappa might be interpreted is given in the following table:

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Table III.7
Interpretation of Agreement Kappa

Kappa	Interpretation
< 0	Poor agreement
0.0 - 0.20	Sligh agreement
0.21 - 0.40	Fair agreement
0.41 - 0.60	Moderate agreement
0.61 - 0.80	Substantial agreement
0.81 - 1.00	Almost perfect agreement

(Landis and Koch, 1977)

Based on the table, there was almost perfect agreement between the two raters' scores, $k = .113$, $p < .0005$.

4. Normality of The Test

Before analyzing the data, the writer should know the data normally distributed or not. The purpose of normality test on the data set is to determine whether the data is normally distributed population or not. Shapiro Wilk Test was originally restricted for sample size of less than 50.

In order to ensure that the data is normally distributed, the writer used the Shapiro Wilk test. The normal distribution of data was computed by using SPSS 16. The SPSS result for Shapiro Wilk test would be interpreted as follows:

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Table III.8
Normality Test of Data

	Shapiro-Wilk			
	group	Statistic	df	Sig.
Post test of experiment and control	1.00	.980	23	.910
	2.00	.972	23	.739

Based on the table above it, it explained that significance level in Shapiro-Wilk test of experiment class was 0.910, it means that $0.910 > 0.05$, and significance level of control class was 0.739; it means that $0.739 > 0.05$. To sum up, the data was in normal distribution.

F. Technique of Analyzing Data

In this research, the data was analyzed by using statistic software which is Statistical Product and Service Solutions (SPSS) 16 version for the independent T-Test. According to Gay and Airasian (2000, p.383) T-test is one of the statistics tests used to determine whether two means are significantly different at a selected probability level. Based on Pallant (2010, p.232) independent sample t-test is used when you want to compare the score, on some continuous variable, for two different groups of subject. The writer also use dependent sampe t-test to determined whether the mean difference between pre-test and post test of experimental class.

To know is there any significant difference between experimental class and control class, it is necessary to calculate the difference size by using eta squared formula. According to Pallant (2010, p.210) effect size is a set of



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statistic indicating the magnitude of the differences between means in the dependent variables that is predictable from knowledge of the levels of the independent variable. Pallant (2010, p.247) mentions the formula of eta square as presented below:

Eta Square (η^2)

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

T : value of t test

N : number of students of first group

N2 : number of students of second group

According to Pallant (2010, p.210) adds that the guidelines for interpreting this value are 0.01= small effect, 0.06= medium effect, 0.14= large effect.